

Primary Demographic (reported by schools)

Demographic data will be collected by school administrators/school champions from existing data available to schools.

Ethnicity (2021 Census)

Sex (2021 Census)

School Year

Percentage of Pupil Absence

SEND Type

Free School Meals

Postcode (partial)

Primary School Pupils (reported by pupils)

The schedule for the Stirling Children's Wellbeing Scale (Liddle & Carter, 2015) (SCWBS) contain the following questions and an additional 5 questions on school connectedness (each coded by 1-5 Likert scale)

Stirling Children's Wellbeing Scale - Liddle & Carter 2015						
		Never	Not that much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life					
2	I have always told the truth					
3	I've been able to make choices easily					
4	I can find lots of fun things to do					
5	I feel that I am good at some things					
6	I think lots of people care about me					
7	I like everyone I have met					
8	I think there are many things I can be proud of					
9	I've been feeling calm					
10	I've been in a good mood					
11	I enjoy what each new day brings					
12	I've been getting on well with people					
13	I always share my sweets					
14	I've been cheerful about things					
15	I've been feeling relaxed					
Additional questions of school connectedness (Anderson-Butcher et al 2012)						

16	I feel proud to be a student at my school	Never	Not that much of the time	Some of the time	Quite a lot of the time	All of the time
17	I feel like I belong at my school					
18	I enjoy coming to school					
19	I have meaningful relationships with teachers from my school					
20	I feel like I can be myself at school					
21 Social eating If you are fasting for religious or cultural reasons, please answer the questions in this section based on what you would usually eat on a normal school day when not fasting.						
22	I eat lunch with my friends at lunchtime	Never	Not that much of the time	Some of the time	Quite a lot of the time	All of the time
23	I enjoy being in the dining hall at lunchtime					
24	I feel happy during lunch break					
25 Phone use (note these questions are conditional if a pupil does not have a phone it will skip the rest of the questions in this section)						
26	What kind of phone do you have?	Smart phone	No internet phone (e.g. basic Nokia)	I don't have a phone		
27	What school year were you in when you got your first smartphone?	Year 2 or earlier	Year 3	Year 4	Year 5	Year 6
28	Do you use any of these social media apps: TikTok, Instagram or Snapchat?	Yes	No			
29	What school year were you in when you first got an account on any of these apps (TikTok, Instagram or Snapchat)	Year 2 or earlier	Year 3	Year 4	Year 5	Year 6
30	It's easy for me to take a break from my phone.	Very strongly disagree	Disagree	Neutral	Agree	Very strongly agree

3 1	I can stay focused on schoolwork, chores and other daily tasks without my phone distracting me.					
3 2	I feel fine when I can't access my phone.					
3 3	I can enjoy being with my friends and family without feeling like I need to be on my phone.					
3 4	People around me (family, teachers, friends) would say I am good at controlling how much I use my phone.					

Stirling Children's Wellbeing Scale (SCWBS)(Liddle & Carter, 2015).

The SCWBS is 15-item holistic, positively worded scaled used to measure emotional and psychological wellbeing in younger children aged 8 -15 years. It is a standardised tested measure that has been specifically made by educational psychologists. The scale covers areas of wellbeing such as: optimism, cheerfulness and relaxation, satisfying interpersonal relationships, clear thinking and competence. The questions are scored with a five-point response scale 1 to 5 and contains three sub-scales: Positive Outlook, Positive Emotional State and Social Desirability. A comprehensive report of the measure can be found here: https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/faq/scwbs_children_report.pdf

School Connectedness – (Anderson-Butcher, Amorose, Iachini, & Ball, 2012)

Four questions measuring school connectedness derived from the Psychological Sense of School Membership / PSES-related school connectedness subscale were used. Questions were adapted for suitability and comprehension within the study population. School connectedness is an important construct associated with pupil wellbeing, engagement, and protection against a range of risk behaviours and poor academic outcomes (McNeely, Nonnemaker, & Blum, 2002).

Social eating

This year we are asking some questions around social eating to understand more around how pupils feel at lunchtimes All these questions are positively worded and informed by our previous work with young people.

Phone use (emotional regulation)

This year we are asking some questions around phone use and its impact on emotional regulation as the use of phones in schools is being increasingly linked to pupil wellbeing and research in school climate. All these questions are positively worded and informed by our previous work with young people.

Each survey is voluntary, pupils can digitally withdraw from the survey prior to beginning and submitting their answers. A debrief for pupils is presented to on withdrawal or

completion of surveys (see appendix i). The survey realistically takes 5-10 minutes (accounting for younger ages).

Anderson-Butcher, D., Amorose, A., Iachini, A., & Ball, A. (2012). The development of the perceived school experiences scale. *Research on social work practice*, 22(2), 186-194.

Liddle, I., & Carter, G. F. A. (2015). Emotional and psychological well-being in children: the development and validation of the Stirling Children's Well-being Scale. *Educational Psychology in Practice*, 31(2), 174-185. doi:10.1080/02667363.2015.1008409

Appendix i

Debrief – Pupils Text

Thank you for completing this year's wellbeing survey. We hope that this survey has been a positive experience for you.

If you feel you would like to talk to someone about your wellbeing then **you can speak to your teacher or a trusted adult** who could then help you get some further help if required.

There is also the following free support you can contact

If you feel you need urgent support then you can always call Forward Thinking Birmingham free on 0300 300 0099 (24hrs a day 7 days a week).

Pause young people under 25 that have a GP in Birmingham can receive support from Pause. You can go to their website here to register and request a session with them from the following link <https://forwardthinkingbirmingham.nhs.uk/pause>

The Mix is the UK's leading support service for young people. They are here to help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs. <https://www.themix.org.uk>. You can talk to them via their online community, on social, free confidential helpline (**0808 808 4994**) or our counselling service <https://www.themix.org.uk/get-support/speak-to-our-team>

Childline You can contact Childline about anything their helpline is open 24hrs a day 7 days a week. Whatever your worry, they are here to support you and provide a free helpline (**0800 1111**), 1-2-1 online counsellors, message boards, email chat and services for the deaf and hard of hearing <https://www.childline.org.uk/get-support/>

- What kind of phone do you have? (I have a smartphone, I have a brick phone (no internet phone), I don't have a phone).
- I am confident I know how to use all the things my phone can do, such as making calls, sending messages, changing phone and app settings, and downloading and using apps.
- I use my phone to feel more connected to my friends.
- I use my phone to make things like videos, photos, drawings or stories to show how I feel or what I like.
- It's easy for me to take a break from my phone for a while.